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Department of Education

# Courses of Study

## Grade 13

## ENGLISH

This Course of Study, introduced in September, 1957, replaces that formerly contained in Curriculum S. 25, last printed in 1954

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THE MINISTER OF EDUCATION

# COURSE OF STUDY

## ENGLISH

### Grade 13

#### ENGLISH COMPOSITION

Work in Grade 13 Composition should enable pupils to make intelligent observations within a wide range of experience, to organize their ideas logically, and to communicate the results of their thinking to others with clarity, purpose, and effectiveness. To help the pupils develop these qualities more emphasis should be placed on speaking and writing with a purpose than on text-book exercises in the mechanics of composition. In order to reach a minimum standard of proficiency in essay writing and oral expression, the pupil must have something to say, show power to organize his ideas, and be able to use English clearly, correctly, and agreeably. If these qualities are to be acquired, a command of correct usage and continuous practice in oral and written work are essential.

The Grade 13 course should include a more mature treatment of the courses for Grades 11 and 12 (Curriculum S.4), and also the following:

(i) *Essay:*

Further practice should be given in the planning and writing of essays. In order to provide experience in the organization of a considerable amount of material, at least two longer essays or stories of 1000 to 1500 words should be written. It should be remembered that the word "essay" as here used is not intended to restrict the pupils to expository writing only.

(ii) *Précis:*

In writing a précis the pupil must convey the essential meaning of a given passage in about one-quarter or one-third the length of the original. The pupil's version should be logically developed and expressed mainly in his own words.

(iii) *Appreciation:*

In writing an appreciation of a suitable prose passage the pupil should show comprehension of the content, understanding of the author's purpose, and recognition of the means by which he has produced his effects.

(iv) **Reports:**

In writing a report the pupil should show ability to gather information, to record observations for a specific purpose, and to communicate the salient ideas concisely and clearly to others.

A report may be written upon a variety of subjects, for instance, upon a school or community activity, whether proposed or completed. It should always be marked by conciseness, orderly arrangement, definiteness of details, and the use of simple, precise, concrete language. It must be factually reliable and meet the specific needs of the reader for whom it is prepared.

A good report will include:

- (a) a statement of the problem;
- (b) a statement of the purpose of the report;
- (c) relevant information, statistical or otherwise;
- (d) a definite evaluation of the situation or question reported upon;
- (e) conclusions or recommendations resulting from the study.

(v) **Sentence Structure:**

Regular attention should be given to the use of words and the clausal analysis of sentences in order to give the pupil an understanding of the connection between clear thought and correct form.

Emphasis should be given to the construction of telling phrases.

(vi) **Form:**

In written work, neatness, legibility, proper layout and correct capitalization and punctuation are essential; in oral work thoughtful and well-constructed statements audible to all members of the class.

(vii) **Correlation:**

Material drawn from the prescribed course in literature will provide many opportunities to illustrate the principles of writing that are taught in the courses in English Composition and to stimulate the pupils to better writing.

The Departmental examination in English Composition will test the candidate's ability

- (a) to write a short essay on one of a list of topics;
- (b) to write a précis

OR

to write an appreciation of the merits of a prose passage;



(c) to do one or more of the following:

- (i) give the clausal analysis of sentences, explain the use of words and phrases in achieving specific effects in sentences, and expand simple statements into complex sentences;
  - (ii) correct sentences which contain faulty grammar or incorrect use of words and give the reasons for these corrections;
  - (iii) explain the meaning of words and use them correctly in sentences.
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## ENGLISH LITERATURE

The study of English Literature in Grade 13 should enable the pupils to gain a broader and deeper understanding of life by comprehending the ideas and intentions of the authors whose works have been prescribed, and by apprehending, as far as possible, their imaginative experience. To the degree that their maturity permits, the pupils should acquire appreciative insight into the thoughts and feelings of writers and an understanding of the art by which the total impression is conveyed to the reader. Literary forms and techniques should be examined in order to discover their contribution to this total impression. Through the study of literature the pupils should develop discrimination and good taste in their reading, and the ability to enjoy an enlarged experience. In achieving this purpose the pupils should acquire a genuine personal experience of literature through comprehension of the meaning, significance and mode of expression found in the works studied in the classroom.

Audible, clear and acceptable oral answers, and regular practice in oral reading are part of the pupil's training in English.

### *Supplementary Reading*

The reading of books other than those prescribed for examination purposes is an essential part of the course of study. This additional reading might well include articles which report and criticize interests of contemporary life.

### *Memorization*

Although memorization of suitable passages is not included for examination purposes, pupils should be required to memorize a reasonable number of suitable passages.

The Departmental examination in English Literature will be based upon the prescription in Circular S.58, issued annually.